

DACUSVILLE MIDDLE

899 Thomas Mill Road
Easley, South Carolina 29640

GRADES 6-8 Middle School

ENROLLMENT 381 Students

PRINCIPAL Ellen Smith 864-859-6049

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	20	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003	Good	Average	No
2004	Average	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

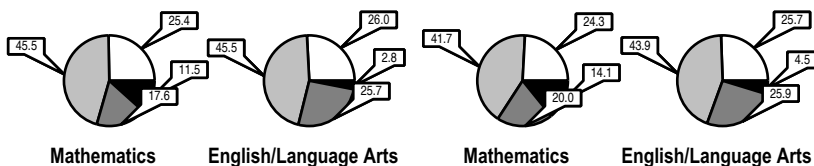
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	387	100.0	26.0	45.5	25.7	2.8	41.1	Yes	Yes
Gender									
Male	216	100.0	34.6	47.8	15.6	2.0	31.2		
Female	171	100.0	14.4	42.5	39.2	3.9	54.2		
Racial/Ethnic Group									
White	381	100.0	25.6	45.7	25.9	2.8	41.5	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	20.2	48.0	28.7	3.1	45.8		
Disabled	43	100.0	75.7	24.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	387	100.0	26.0	45.5	25.7	2.8	41.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	387	100.0	26.0	45.5	25.7	2.8	41.1		
Socio-Economic Status									
Subsidized meals	155	100.0	31.3	49.3	17.9	1.5	30.6	Yes	Yes
Full-pay meals	232	100.0	22.8	43.3	30.4	3.6	47.3		

Mathematics - State Performance Objective = 15.5%									
All Students	387	100.0	25.4	45.5	17.6	11.5	41.6	Yes	Yes
Gender									
Male	216	100.0	27.3	45.9	14.1	12.7	39.5		
Female	171	100.0	22.9	45.1	22.2	9.8	44.4		
Racial/Ethnic Group									
White	381	100.0	24.7	46.0	17.6	11.6	42.0	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	344	100.0	21.5	46.1	19.6	12.8	45.2		
Disabled	43	100.0	59.5	40.5	0.0	0.0	10.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	387	100.0	25.4	45.5	17.6	11.5	41.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	387	100.0	25.4	45.5	17.6	11.5	41.6		
Socio-Economic Status									
Subsidized meals	155	100.0	35.8	46.3	9.7	8.2	30.6	Yes	Yes
Full-pay meals	232	100.0	19.2	45.1	22.3	13.4	48.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	100.0	28.3	40.7	23.9	7.1	31.0
	Grade 7	121	100.0	19.3	42.2	35.8	2.8	38.5
	Grade 8	109	100.0	20.6	49.0	29.4	1.0	30.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	137	100.0	35.6	41.7	19.7	3.0	22.7
	Grade 7	135	100.0	25.2	46.6	27.5	0.8	28.2
	Grade 8	117	100.0	21.1	45.6	28.9	4.4	33.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	100.0	18.4	40.4	28.1	13.2	41.2
	Grade 7	121	100.0	19.3	43.1	24.8	12.8	37.6
	Grade 8	109	100.0	20.6	58.8	18.6	2.0	20.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	137	100.0	18.2	36.4	23.5	22.0	45.5
	Grade 7	135	100.0	32.1	48.1	14.5	5.3	19.8
	Grade 8	117	100.0	29.8	51.8	13.2	5.3	18.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 381)				
Students enrolled in high school credit courses (grades 7 & 8)	27.0%	Down from 28.4%	17.2%	14.6%
Retention rate	2.0%	Down from 2.2%	2.0%	3.0%
Attendance rate	96.3%	Up from 95.2%	96.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		4.6%	5.3%
Eligible for gifted and talented	16.8%	Up from 9.7%	19.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 13.5%	14.8%	13.9%
Older than usual for grade	4.2%	Up from 4.0%	3.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 3.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	33.3%	Up from 17.4%	51.1%	48.7%
Continuing contract teachers	100.0%	No change	86.2%	81.7%
Highly qualified teachers**	95.8%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.8%	5.3%
Teachers returning from previous year	97.2%	Up from 93.2%	87.3%	85.1%
Teacher attendance rate	95.5%	Down from 96.2%	94.7%	94.8%
Average teacher salary	\$38,129	Up 4.8%	\$41,074	\$40,566
Prof. development days/teacher	9.5 days	Up from 6.1 days	10.3 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	25.5 to 1	Up from 23.2 to 1	22.9 to 1	21.3 to 1
Prime instructional time	90.8%	Up from 90.7%	89.5%	89.3%
Dollars spent per pupil*	\$6,177	Down 3.1%	\$5,770	\$5,821
Percent of expenditures for teacher salaries*	53.3%	Down from 53.5%	62.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Down from 99.8%	95.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.6%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dacusville Middle School serves a rural community located in the northeastern corner of Pickens County. We have a dedicated faculty and staff who are committed to providing a quality education. We provide a student-centered, nurturing environment in which all students may experience success. Our students attend a state-of-art facility located on a 113-acre campus. The air conditioned, handicapped-accessible school has 2 computer labs, 3 science labs, 1 Gym, a 200 seat cafeteria, media center with 6,872 volumes, and 24 permanent classrooms. The campus also includes a walking trail, butterfly garden, and bird sanctuary.

At Dacusville Middle School we are continuing to plan strategies to improve student performance on PACT. Several strategies include: remediation, staff development emphasizing instruction, and grade level incentive programs.

Dacusville Middle offers many special programs for our students including: Band, Chorus, Strings, Home Arts, Physical Education, Keying, Careers, Gifted and Talented, Special Education, Alternative Education, Guidance and Counseling Services, on-site health services, educational field trips, athletic teams including volleyball, basketball, baseball and cheerleading. Activities at DMS include: Science Fair, Spelling Bee, Student Council, Teens Influencing Peers Club, Red Ribbon Week, Accelerated Reader, Hoops for Hearts, Pageant, Adopt-A-Highway, Dances, Concerts, Habitat Project, and Service Learning Projects. In addition to Algebra, we have acquired a technology teacher for keyboarding for high school credit.

Our school makes efforts to involve the community in a variety of programs including: The Habitat Project, school-business projects, volunteer training, fundraising activities, newsletter, Open House, Back to School Orientation, Parent Night, Parent Orientation, Community Service Projects, PTO, and School Improvement Council.

Among our accomplishments for the 2003-2004 school year are the following:

Palmetto Gold and Silver Award winner

Red Carpet School

2 National Board Certified Teachers

Awarding of Habitat grant

Continued accreditation by Southern Association of Colleges and Schools

Junior Scholars

Top Scoring Zest Quest School (health screening program)

Regional Science Fair: Gold and Silver Medals

All Region Band and Orchestra

Lt. Governor Writing Award District Winner

Connie Stroud—School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	104	93
Percent satisfied with learning environment	95.7%	83.7%	82.0%
Percent satisfied with social and physical environment	91.3%	89.3%	91.2%
Percent satisfied with home-school relations	87.0%	93.2%	79.1%

*Only students at the highest middle school grade level at this school and their parents were included.